

R E P O R T R E S U M E S

ED 018 340

RE 001 177

IMPETUS III, OPERATION IMP-I.
BY- JOSEPH, JOSEPH M.
CHESTER SCHOOL DISTRICT, PA.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS- *READING INSTRUCTION, *FEDERAL PROGRAMS, *READING PROGRAMS, *LEARNING LABORATORIES, SPEECH IMPROVEMENT, CRITERIA, STAFF ROLE, OBJECTIVES, FACILITIES, FACILITY IMPROVEMENT, INSERVICE EDUCATION, PROGRAM EVALUATION,

A GENERAL DESCRIPTION OF ACTIVITIES AND SERVICES FOR A READING PROGRAM TAUGHT BY MEANS OF THE "TALKING TYPEWRITER" IS PRESENTED. THE TALKING TYPEWRITER IS LOCATED IN A SOUNDPROOF BOOTH. THE STUDENT SITS IN FRONT OF A TYPEWRITER AND RESPONDS, REACTS, AND INTERACTS TO DIRECTIONS VOICED BY A COMPUTERIZED, MAGNETIZED PROGRAMED SYSTEM. THE CRITERIA FOR SELECTING PARTICIPANTS ARE REFERRALS BY TEACHERS, GUIDANCE COUNSELORS, OR PRINCIPALS. THE STUDENT IS PROCESSED BY AN ADMINISTRATIVE ASSISTANT, TWO SCHOOL PSYCHOLOGISTS, AND A SOCIAL WORKER. THE ROLE OF THE PSYCHOLOGICAL CENTER IS DIAGNOSTIC AND CLINICAL, AND ITS MAIN OBJECTIVES ARE TO IDENTIFY AND MODIFY PSYCHOLOGICAL AND EDUCATIONAL TRAITS, TO IMPROVE VERBAL FUNCTIONING, AND TO IMPROVE EMOTIONAL AND SOCIAL STABILITY. PLANS FOR EVALUATION, TIME SCHEDULES, FACILITIES, INSERVICE EDUCATION, HEALTH SERVICES, TRANSPORTATION SERVICES, CLOTHING SUPPLY, AND A PROPOSAL FOR A SPEECH IMPROVEMENT PROGRAM ARE INCLUDED. (BK)

DOCUMENT FILMED FROM BEST AVAILABLE COPY

ED018340

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

IMPETUS III

OPERATION IMP-I

RE 001 177

JOSEPH M. JOSEPH, DIRECTOR
FEDERAL AID PROJECTS
SCHOOL DISTRICT OF THE CITY OF CHESTER
MELROSE AVENUE AT 18th STREET
CHESTER, PENNSYLVANIA 19013

OPERATION IMP-I

c. Item 13. INSTRUCTIONAL ACTIVITIES AND SERVICES

A. INSTRUCTIONAL AREA

1. Name of the activity and description of its basic features

a. Title: Reading Taught by Using the "Talking Typewriter"

b. General description of the activity or services

Code 114
English-
Reading

The nucleus of this part of the program is the "Talking Typewriter."

This apparatus aims to unblock impediments to the acquisition of reading skills in students who have been appraised to need an intensified reading program designed within a framework of a responsive environment.

The "Talking Typewriter," invented by Dr. Omar Khayyam Moore, Professor of Psychology at the University of Pittsburgh, is located in a sound-proof booth. The student sits in front of a typewriter and responds, reacts and interacts to directions voiced by a computerized, magnetized programmed system. Dr. Moore describes this learning situation as an "autotelic responsive environment."* which is optimal for acquiring complex symbolic skills such as reading.

Within the booth, the student needing these reading skills, strokes the typewriter keys in a random or programmed sequence, as the reading clinician, through a two-way mirror, observes the learner's interactions to the inanimate machine. The clinician has previously programmed the learner's lesson and begins the teaching process by inserting the magnetized card into the computer. The learner responds to the spoken directives,

* Moore, Omar Khayyam: Autotelic Responsive Environments and Exceptional Children. Hamden (Conn.), Responsive Environments Foundation, Inc., 1963, p. 2.

JOSEPH M. JOSEPH, DIRECTOR
FEDERAL AID PROJECTS
SCHOOL DISTRICT OF THE CITY OF CHESTER
MELROSE AVENUE AT 18th STREET
CHESTER, PENNSYLVANIA 19013

issuing from the loud speaker within the booth. Thus the manufacturers of the machine, the Edison Laboratories of the McGraw-Edison Company, have suitably named the booth enclosing the typewriter and the learner, the Edison Responsive Environment, or the ERE booth.

2. Criteria to be used in selecting students to participate

Introduction:

Before presenting these criteria, a general statement describing the schematic student referral system and the role which the Psychological Team plays is in order as an introduction. (See chart, next page)

Since the design of this project is aimed to identify the total needs of each disadvantaged student, we will provide him with a program which will satisfy these needs. Not only will we treat psychological impediments, such as a reading block, but we will supply the student with such unacademic items as clothing, if needed. We also plan to individualize the instructional program for each student on a one-to-one basis, supplying individual apparatus and a tutor.

A student will be referred by various referral agents: teachers, guidance counselors, or building principals. Initially, this referral will be forwarded to and reviewed by the Assistant Superintendent of Elementary or Secondary Education. The Assistant Superintendents will notify the Administrative Assistant in charge of Pupil Services that they have received a specific referral and they request that the Pupil Services Department begin immediate processing for assignment and disposition. Once the referral has been accepted by the Pupil Services Department, the student's needs are discussed at one of the weekly meetings of this Department. In effect, the student as a "case intake," is processed by the Administrative Assistant, two school psychologists, and one social worker

OE 4305
Chester, Pa.

ESEA TITLE I
IMPETUS III

of the Pupil Services Department and the social worker and Project Administrator of IMP-I.

The presence of the Project Administrator* and social worker at this meeting will assure that the case referred to the IMP-I project can best be served by the IMP-I staff and supplied with IMP-I services. All acceptances of cases are tentative until the consultant psychiatrist for IMP-I has had the opportunity to review and discuss the student with the Project Administrator and social worker. After agreement has been reached, the student is assigned to a specific member, or members, of the staff, consisting of:

- a. Two psychiatrists, on part-time assignment
- b. A pediatric neurologist, on part-time assignment
- c. Four clinical psychologists, on part-time assignment
- d. A social worker, full-time
- e. A social worker's aide, part-time assignment
- f. A "Talking Typewriter" clinician, full-time
- g. A "Talking Typewriter" booth attendant
- h. Two speech clinicians, full-time
- i. A dental aide

After study and proper diagnosis, the student will be referred to the supplementary supportive services provided by ESEA Title I funds within IMP-I or to the proper community agencies for assistance or therapy. These supplementary and supportive services (Code number 115, 220, 212, 215, 216, 218, 219, 221 and 222) will be described separately and later in the project description.

Criteria

Prior to working on the "Talking Typewriter", each student referred to the ERE will be administered a full-scale Wechsler Intelligence Test in addition to other evaluative instruments. These tests will be used to

*Mr. Costa N. Miller, who participated in the drafting of the original IMP-I project in 1966-67, will continue this year as Project Administrator.

diagnose the area of need to determine, among other things, organicity and current level of learning motivation. Discerning these impediments will enable the psychological team to develop an individualized remedial program in the attempt to unblock the student's unique impediment, or impediments, to learning.

Each student referred to the Psychological Center for the above described service either lives in the area of a target school or attends classes in the school. As this project is designed, we intend to give services to these students as individuals. However, for administrative and evaluative purposes, each selection and referral will be made on the basis that the individual is a member of a community peer group.

For convenience, we list the eligible target area schools in order to specify the needs of younger people.

The target area schools are:

Elementary Schools

1. Dewey-Mann
2. Franklin
3. Jefferis
4. Larkin
5. Martin
6. Morton
7. William Penn
8. Washington
9. Watts

Junior High Schools

1. Douglass
2. Pulaski
3. Showalter

Senior High School

1. Chester High School

Children attending the non-eligible schools (Smedley Junior High School, Lincoln, Stetser and Wetherill Elementary Schools) who are on the official list of the Department of Public Assistance, or whose family income establishes comparable eligibility, will be given the same opportunity for services as those children in the target schools. In order to obtain the educational programs located in the target area schools, these

students will be bused to and from their schools in the Handi-Bus described in Section B SERVICE.

Students in private schools which are located in the same areas as the public schools are eligible and will receive equal services. These private schools are:

Elementary Schools

1. Immaculate Heart of Mary
2. Saint Michael's
3. Resurrection of Our Lord

High School

St. James Catholic High
School for Boys

In addition, we plan to initiate services to out-of-school youth who are classified as being "members" of the two high schools in Chester, Chester High and St. James Catholic High School.

We also plan to initiate a cooperative program with the Adult Education and Extension Division of our School District. Adults who are local residents and are enrolled in the Manpower Training and Development Program, as well as in the Occupational Training Program, will be offered special use of the "Talking Typewriter" in scheduled evening hours. We will limit this service to those adults who are appraised to be functional illiterates.

Our scheduled use of the services of IMP-I in 1967-68 will be arranged to permit us to accept a limited number of student referrals who attend classes in schools in surrounding counties. The Commonwealth of Pennsylvania's Director of all ESEA Titles had discussed this possibility with Chester's Director of Federal Aid Projects in the fall of 1966. (At this writing, we have just received the first such referral from the ESEA in the DPI - a boy from West Chester.)

3. Objectives of the activity in terms of the needs of children and the types of changes desired

Our single objective, as listed on page 3 of Form OE 4305, is an all-

inclusive one. We have added two other objectives, although our main objective does encompass these two.

As we have examined the needs of our children, as delineated in our BASIC DATA, PART I, Form 4304, we view our role to be that of diagnostician and clinician to each individual disadvantaged child. The survey determined the magnitude and category of educational needs is located in remedial reading, beyond our normal and supplemented reading programs.

However, we realized that many times hidden causes deprived the child of an educational achievement of desirable quality. We therefore structured as our main objective:

Code 55 To Identify and Modify Psychological and Educational Traits to Unblock Student-impediments.

We desire to provide each student with a diversified diagnostic appraisal so that he will be able to read beyond (and higher, of course) the functional reading level in which he is stagnated.

Code 22 Directly related to this Code 55 objective is the objective of Code 22:
To improve the children's verbal functioning.

Our city-wide appraisal of the educational needs also indicated that personnel are aware of the influence of emotional and social factors on children and the role which their home environment plays in a quality education. Our plans direct our attention to these facets of the backgrounds to learning. We have therefore selected Code 53 as the third objective:

Code 53 To improve the children's emotional and social stability and/or that of their families.

We desire to do what the objective requires; we have created, selected and plan to use the techniques described under 13.-1. How effectively we will achieve these goals will be reported in our evaluation.

4. Plans for evaluation

In Item 13-2, we specified the diagnostic use of a full-scale Wechsler Test with each student. The student is assigned to the "Talking Typewriter" as a therapeutic measure. The Reading Clinician will administer a Spache reading test as a pre-test. A different form of this test will be administered at the end of the prescribed time period (30 hours).

The "Talking Typewriter" phase of the individualized remedial reading program was initiated and created as a pilot project servicing senior high school students. Data gathered from this project (IMPETUS I, Federal number 7089, 1966-67) indicates a high degree of student motivation. The eight sensory impacts inherent in the total use of this computerized teaching machine engenders the desire to read a short time after the student begins to "operate" the typing keys.

In the FY 1967-68, we will continue with a program for senior high school students. However, the pilot program will be redesigned to be a research project utilizing a control group even though we view the project as being individually oriented.

Each student case will be followed up, utilizing the services of the District's Supervisor of Guidance Counselors and Director of Home-School Relations and the project coordinator and social service workers. These steps will insure that the services and retrogressions of any magnitude will be scrutinized, flagged, and arrested by returning the student to the services of the IMP-I psychological team.

Permanent records will be kept on file as the diagnostic and therapeutic procedures develop and are implemented. When an impediment in a student has been identified and eliminated, we plan to disseminate this information anonymously to the personnel of the School District, to the local

community via newspaper releases and, of course, to the DPI as a part of our final evaluation.

5. Dissemination activities to be carried out in connection with this activity

We plan to continue the procedures and practices which proved to be successful in 1966-67, namely: to send releases of activities and findings of significance to the general public to the local paper (Delaware County Daily Times); to the metropolitan Philadelphia papers (The Evening and Sunday Bulletin and The Philadelphia Inquirer); to the local radio stations (WEEZ and WVCH); and to the Philadelphia TV stations (WCAU-TV, KYW-TV and WFIL-TV).

In addition to the above mass media system of dissemination of information about ESEA projects, we plan to continue our public relations method of acquainting certain parts of the community with what is being done. For example, the Director of Federal Aid Projects and the Administrator of IMP-I will undoubtedly be called upon again to describe the program to the several service clubs such as Rotary, Kiwanis, political organizations, women's groups and church groups; "Talking Typewriter" demonstrations will again be given to interested groups, such as the League of Women Voters, visiting educators from other states and foreign countries, inter-group committees of the public and non-public school systems, college classes of students preparing to become teachers of reading, representatives of the OEO (Greater Chester Movement), and of the NAACP.

The Responsive Environments Corporation of Englewood Cliffs, New Jersey, who are the distributors of the "Talking Typewriter" in the United States, will, no doubt, have their Public Relations staff release a continuous stream of information to the news media, as they have done this year.

6. Time s'hedule and special arrangements

In the BASIC DATA, PART I of Form 4304, we listed the private schools whose students will be recruited to receive instruction on the "Talking Typewriter." Since our transportation plans provide busing from school to the Psychological Center and return, every student, who is economically eligible, and who has comparable educational needs, will be included in our program. The public and non-public school students will be serviced simultaneously within the same school grade placement.

(a. Beginning date: As early in September as we are funded.

Ending date: August 31, 1968.

b. Schedules

1) Regular day: 8:30 a.m. to 4:00 p.m.

2) After school: 4:00 p.m. to 6:00 p.m.

For students in our after school (3:30 to 4:30 p.m. remedial reading program, see our OPERATION CONCENTRATE program which is PART TWO of this IMPETUS III project.

3) Evening Hours: Monday to Thursday, 6:30 to 9:30 for adults in our Extention Education Program.

4) For DPI referrals: Appointments at the convenience of the non-resident family.

Each child referred for this part of the program will use the "Talking Typewriter" for a minimum of 15 minutes daily, under the direction of a booth attendant. The attendant's duties will be to assist the students in and out of the ERE booth, insert the student's specially programmed instruction cards (created by the reading clinician) into the machine, and otherwise help the students if needed.

In this manner, the reading clinician will be free to review with another student, the "print out" of the day's "Talking Typewriter lesson.

Our plan, then, is for one student to be at the "Talking Typewriter" and, at the same time, for another student to have a 15-minute teaching session at a table in an adjoining room of the ERE suite. Thus, a student would spend a minimum of thirty minutes per day with this program.

c. School facilities to be used for this activity.

The Psychological Center, located at 500 West Ninth Street (Ninth and Fulton Streets), Chester, Pennsylvania, will house this program.

d. Anticipated effect, if any, in reducing racial, social, or linguistic isolation of children who will participate

As children report to the Psychological Center, they will meet school peers with different racial, social, and linguistic backgrounds. Ordinarily, they would intermingle only by chance, such as at sports events or at the shopping center. However, in these areas of random intermingling, "they pass each other as do ships in the night." At the Psychological Center, they meet and converse about the exciting new teaching machine - the "Talking Typewriter"; they compare notes of operation and growth; and thus they socialize, as do adults, around a conversation piece.

e. Plan, if any, for participation of parents

The nature of our "Talking Typewriter" remedial reading program is essentially an individualized teaching situation. As such, parents (defined as older or adult persons responsible for the rearing of the student) are contacted by the project's social worker who explains the instructional schedules for the "Talking Typewriter."

The social worker encourages the parent to meet the professional staff at the Psychological Center and to visit the "Talking Typewriter" booth.

As the reading clinician observes the progress (or retrogression)

of the student, she prepares a "help at home" program for the parent. Many times this home-oriented program includes the simple request to "hear" the child read a graded reader. This reader is written at the reading level of the child and its contents lie in the field of his expressed interest.

f. In-service training for staff members

The present reading clinician, Mrs. Elizabeth K. Goff, received training in the operation of the "Talking Typewriter" in a one-to-one training program at the headquarters of the distribution company, the Responsive Environments Corporation in Englewood Cliffs, New Jersey.

The REC has sent its trained field experts to our "Talking Typewriter" installation to inform and advise the reading clinician in the skills of preparing educational computerized programs.

This teaching machine and its educational possibilities cannot be taught in a single short-time session; it is too new a teaching device. The in-service training is a continuous one.

This type of current training has enabled us to teach another part-time reading clinician in the fundamental operation of the machine. Eventually we plan to instruct a booth attendant to a limited degree. At the inauguration of the "Talking Typewriter" on March 9, 1967, Dr. Omar Khayyam Moore volunteered to assist us in developing programmed material for the "Talking Typewriter." We have taken advantage of his kind offer.

7. Justification for any capital outlay.

See annotated statements included in Budget Description.

OE 4305

SCHOOL DISTRICT OF THE CITY OF CHESTER
Chester, Pennsylvania

c. Item 13. INSTRUCTIONAL ACTIVITIES AND SERVICES

A. INSTRUCTIONAL AREA - continued

1. Name of the activity and description of its basic featuresa. Title: Speech Therapy and Speech Improvementb. General Description of the Activity or Services:Speech Therapy

On the basis of a survey conducted by the Supervisor of Speech and Hearing Handicapped, Patrick Ahern, there is a definite and urgent need for programs of both speech therapy and speech improvement in the School District of the City of Chester. Speech therapy will be available on an itinerant basis for the speech and hearing handicapped and will deal with students who have speech disorders of articulation, stuttering, delayed speech, voice disorders, language disorders, cleft palate speech, cerebral palsy speech, and speech disorders due to hearing impairment.

2. Criteria to be used in selecting children to participate

A formal screening will be conducted to determine the nature and severity of speech disorders in the District. Procedures will follow those established by the Department of Public Instruction in Harrisburg. Speech therapy will then be conducted individually and/or in small groups depending upon the needs of the child.

3. Objectives of the activity in terms of the need of children and types of change desired

Code 220

Speech
Therapy

"To provide speech therapy to students handicapped with the speech and hearing disorders." These disorders have already been listed.

We desire to eliminate or alleviate the impact of these disorders which block a student's normal achievement in school. These disorders may occur singly or in a constellation in any individual student. We plan to treat them as impediments to learning and hope thereby to improve the student's emotional

and social well being.

4. Plans for evaluation

The therapeutic treatment by the speech therapist will be evaluated concurrently and cumulatively as the speech clinician meets regularly with the Supervisor of Speech and Hearing. Records will be kept to show the student's improvement, static condition, or retrogression. In case the latter is observed, a more intensified program, individualized for the child in question, will be inaugurated.

Speech therapy is being introduced into our School District in September 1967. Planning for this introduction was conducted in the spring of 1967.

5. Dissemination activities

This speech therapy program will be explained to the public in conjunction with the dissemination of information concerning the newly introduced speech improvement program which will be described later.

6. Time schedule and special arrangements

Students attending the non-public schools in the School District of the City of Chester will be actively recruited into this project. Collaboration with the Rev. Charles L. Rossman, Diocesan representative for the parochial schools, will be maintained concerning participation of students from his schools.

a. Beginning date: As early in September as we are funded.

Ending date: August 31, 1968.

b. Daily and weekly schedule

Any one speech therapeutic lesson will last approximately 30 minutes to one hour; the frequency of the lessons will vary with the needs of each individual from a daily lesson to one a week. Variations may be made in this schedule. The duration of these lessons will vary according to the

progress of the individual.

c. School facilities to be used for this activity

The speech therapist will visit each school on an itinerant basis. Therapy will be given in the school building of the student. Care will be taken that a child be given whatever therapy is appropriate to his specific impediment.

d. Anticipated effects in reducing linguistic isolation of the children who will participate

A student with a speech and/or hearing disorder is inherently isolated. This isolation has no correlation with race or social differences. We anticipate, therefore, that students, whose isolation is a function of these speech and hearing disorders, will, after such disorders are removed, participate more in school activities. A student's ability to communicate with his peers is as important as the development of his skill in reading. In fact, normality in this field is a precursor to reading.

e. Plans, if any, for the participation of parents

We plan to establish a close relationship with the home of a student with a speech and/or hearing disorder. The Supervisor of Speech and Hearing will be available to talk at PTA, or community group, meetings to further explain the Speech and Hearing program to tell what can be done to help children so impaired, and to give counseling when needed.

f. In-service training for staff members

There will be a general in-service program for all staff members connected with the speech therapy and speech improvement programs. The details of the training are described on pages

7. Justification for any capital outlay

Not applicable.

Speech Improvement (Speech and Language Expansion)

Code 220
Speech
Therapy

1. Under Imp-I, a Speech Improvement Program will also be established.

The Speech Improvement Program will be developed by means of the in-service training of teachers in both public and parochial schools. It will include those persons who have responsibility for the speech and language development of pupils, grades K to 12. The program should include:

- a. English teachers from the High School and the junior high schools.
- b. Selected elementary school classroom teachers from each of the schools designated.
- c. Personnel from the Speech Correction Program staff.

These persons may play a dual role, serving both as trainees and resource people able to assist in the consideration of speech and language development problems.

d. Contact with resource persons familiar with such content areas as linguistics, sociology-anthropology, speech, speech correction; also persons who have served with other such programs. These consultants and teachers will be contacted individually in relation to the tasks they undertake.

e. Materials such as texts and audio-visual aids will be provided for the program. Students (teachers) will be taught to use such equipment as the tape recorder, the Echorder or Phonic Mirror, and the Language Master.

f. Special training relevant to the age-group of the teacher's responsibility will also be given in choral speaking, creative drama and creative play, group discussion, and parliamentary procedure.

2. Criteria to be used in selecting children to participate

It is the conviction of Mr. Patrick Ahern, Director of Speech and Hearing, following a quick appraisal of the speech patterns and dialects of the students in our target area schools, that no criteria for the selection of the participating children should be designated at this time. He wants these

criteria to be developed by and through the cooperative efforts of the staff and consultants meeting as an in-service training assembly.

When these criteria are established, they will be used for the selection of eligible students.

Code
220

3. Objectives of the activity in terms of the need of children and types of change desired.

Speech
Therapy

The aim of this program is not to achieve the formal level of speech and language as found in public speaking or written composition, nor is it to eliminate the non-standard level of communication characteristic of the students' cultural background. The aim, rather, is to give the culturally disadvantaged student the ability to use appropriate spoken language, and to motivate him to use standard speech in situations where it is appropriate.

a. Such ability should improve the elementary school child's school-task performance. (The relationship of the use of language to the abilities to think is well known; also, the ability to use oral language effectively is primary to development in writing, spelling, and reading.)

b. Such ability should assist the student (K - 12) to deal more adequately with a multi-cultural world.

c. Such ability may be crucial to the student seeking advanced education, or seeking certain types of employment.

d. Such ability should assist the student in the development of an adequate self-image, and in projecting it to his peers.

The program shall make a multi-disciplinary approach, involving people from such fields as linguistics, speech, speech correction, sociology, and psychology, as well as by members from the IMP-I staff. The emphasis shall be upon a linguistic approach rather than a prescriptive-grammar approach to the study of standard speech. The speech arts (speech, theater, choral speaking, oral interpretation) shall be integrally related to the over-all development

of the speech improvement program.

The goal of this in-service training shall be the preparation of teachers to employ concepts and techniques in their own teaching in the future.

Such an ability will:

- a. Reduce the student-teacher ratio in the Speech Therapy program in the future;
- b. Increase the efficiency of all language arts instruction;
- c. Provide a cadre of informed teachers in the English curriculum of the junior and senior high schools, and in each building in the elementary program;
- d. Serve as a basis for evaluation of materials and methods already devised under Title I funds in another school system (Philadelphia), augmented by the insights gained in the actual use of those materials and methods during the course of that program.

4. Plans for evaluation

The in-service training program will be evaluated by a questionnaire administered to all teachers who undertake the training.

5. Dissemination activities

The combined speech therapy and speech improvement programs are new educational concepts to our School District. It will necessitate a careful release of information to :

- a. Teachers involved;
- b. Teachers in other fields;
- c. Parents;
- d. The news media.

As each step of the in-service training is developed, and principles

are derived,, we will distribute copies of the guidelines to all professional staff members.

As outside consultants appear on the program, we will invite the press to be present and be given the right to question the speaker.

The final summary will be the compilation of all the guidepoints and lines derived as an expression of the group. This compilation will become our official curriculum for the Speech and Hearing programs for September 1968.

6. Time schedule and special arrangements

Teachers in the non-public schools in the School District of the City of Chester will be actively recruited into this project. Collaboration with the Rev. Charles L. Rossman, Diocesan representative for the parochial schools, will be maintained concerning participation of teachers from his schools.

- a. Beginning date: As early in September as the project is funded.

Ending date: August 31, 1968

- b. Daily and weekly schedule:

For students: To be decided for September 1968

For teachers: Schedule will involve once-a-month training sessions, September to May (nine months), plus two weeks of daily workshop sessions in August 1968, immediately prior to the opening of the school year. Teachers will be paid to attend these sessions which will meet from 9 a.m. in August. to 12 noon daily/ Other sessions will meet during the school year at times arranged by the group and the leaders.

- c. School facilities to be used for this activity

These meetings will be held in one of the junior high school buildings in Chester. The meetings will probably rotate so that the staff can become acquainted with all schools.

d. Anticipated effects in reducing linguistic isolation of the children who will participate

A student with a speech and/or hearing disorder is inherently isolated. This isolation has no correlation with race or social differences. We anticipate, therefore, that students, whose isolation is a function of these speech and hearing disorders, will, after such disorders are removed, participate more in school activities. A student's ability to communicate with his peers is as important as the development of the skill in reading. In fact, normality in this field is a precursor to reading.

e. Plans, if any, for the participation of parents

We plan to establish a close relationship with the home of a student with a speech and/or hearing disorder. The Supervisor of Speech and Hearing will be available to talk at PTA, or community group, meetings to further explain the Speech and Hearing program to tell what can be done to help children so impaired, and to give counseling when needed.

f. In-service training for staff members

This phase of the project defines the program.

7. Justification for any capital outlay

Not applicable.

OE 4305
Chester, Pa.

ESEA TITLE I
IMPETUS III
1967-68

B. SERVICE AREA (continued)

1. Name of the activity and description of its basic features

a. Title: Health Services

b. General Description of the activity or services

Code 216

Health-
Medical

The Medical Department of the School District of the City of Chester recently has been assigned a new physician to be its leader. He has reorganized the department and has defined the availability of medical and dental treatments for economically disadvantaged students. Dr. Frank Blahaut, Dental Consultant in the Department of Health in Harrisburg, participated in these reorganizational activities.

Included in this reorganization is the plan of action which will ensure closer relationship between the school medical staff and the DPA staff. A medical and/or dental indigent student will be referred to the DPA for treatment. However, a follow-up will be made by the school medical staff to confirm that the required treatment was not only offered but received. It is in this area that the new medical leader will improve and expand the District's Health Services to students from low-income families.

Code 215

Health-
Dental

An important phase of this expanded Health Service is the creation of five Dental Treatment Clinics in five of our school medical clinics.

At the present time the dental facilities are limited to oral examination and prophylactic cleaning.

We plan to acquire and install the following dental treatment equipment:

1. Five X-ray machines
2. Five modern high speed dental drills
3. Five "dark room" photographer units

Further items in the expansion program include:

1. The purchase of the necessary dental supplies
2. The services of a dental aide

A workshop involving classroom teachers and guidance counselors will be established to disseminate the importance and relation of oral hygiene to an improved self-image and to the mental well-being of students. School officials now are much more cognizant of the role played by a poor denture appearance in producing an impediment to learning.

The staff of the local branch of the Department of Public Assistance will be notified of the medical and dental needs of the students. The DPA case-workers will collaborate with the School District's social workers in the follow-up verification and guidance of proper home implementation.

By supplying corrective dental treatment, with special attention to the frontal section of the mouths of disadvantaged students, a better self-image should result. This improvement in appearance could be the critical turning point in the pupil's motivational drive. If it happens, then the oral correction could be the force which has unblocked the impediment to learning.

Oral hygiene, or rather lack of adequate oral treatment and correction, is, in our opinion, one of the most important hidden impediments to maximum learning outputs.

As we help each student, one by one by one, the effects of this help should accumulate and be discernible as a group increase in verbal tests scores made by these students.

B. SERVICE AREA

1. Name of activity and description of its basic features

a. Title: Transportation Services

b. General Description of the Activity or Services

Code 221

Transportation

Past experience has indicated that the City of Chester does not have a public transportation system which would enable all of our disadvantaged pupils to be transported to our administrative buildings. However, the greatest number of disadvantaged pupils live within walking distance of the Psychological Center, Ninth and Fulton Streets. This is the reason why we have located the headquarters for Pupil Services and psychological services in the Psychological Center. We expect most parents, whose children need our services, to walk to our newly established Center.

However, our experience has been that the students who require these services most critically are the most reluctant to go to the Center. We propose, therefore, to acquire an automobile pick-up service to go to the home and return with the parent and student to the Center. This type of busing service is of utmost importance whenever the case is that of a student with emotional disturbances. In such cases, it is not enough for the driver of an automobile to go to the home and return with the student; a carefully selected driver-aide will be needed to accompany the boy or girl. This system will relieve the driver of the dual responsibility of watching both the traffic and the disturbed pupil.

We view this busing service as another step in providing service to unblock impediments which would prevent pupils from receiving desirable assistance. In some instances, this pick-up service will be given to pupils who have been given appointments for an evening when the Chester

Branch of the Child Guidance Center will be open as a special service to pupils coming under project IMP-I. Likewise, students needing additional Health Services will be transported to any of the centers in the Philadelphia area which operate in close association with the Commonwealth's Department of Health.

B. SERVICE AREA (continued)

a. Title: Clothing

b. General Description of the Activity or Services

Code 212
Clothing

As the social worker establishes contact with the home and learns that the wages, or money allowances (which the family receives from Public Assistance) does not permit the purchase of adequate clothing for the pupil, we intend to supply such clothing. Referrals for clothing will also be accepted by the project administrator directly from building principals or guidance counselors. This is important for several reasons. First, plenty of warm clothing is a health necessity during the winter months. Secondly, children of all ages are sensitive to the judgment of their peers as to how they are dressed. We will see to it that these children receive the kind of wearing apparel that will make them acceptable and emotionally comfortable when they are with their companions.